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AUTHOR Mulvey, Mary C.
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ABSTRACT

In the course of supporting the proposed continuation and expansion of the present Adult Basic Education (ABE) program as set in S. 1663 Adult Education Act of 1969, Dr. Mulvey presents and clarifies the situation of adult education in Rhode Island and in the United States as a whole, and emphasizes the need for continued support. Dr. Mulvey discusses such topics as: the need for funding adult high school education; social and economic effects of undereducation (on income, career opportunities, educational training, employment, welfare, health, delinquency); ABE program funds through 8th grade level; High School Equivalency programs currently available; tuition programs; demand for high school and equivalency preparation; S. 1663; Funds necessary for adult high school education; and the need for financial support. (PY)

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STATEMENT OF

DR. MARY C. MULVEY, SUPERVISOR OF ADULT EDUCATION

PROVIDENCE PUBLIC SCHOOLS, STATE OF RHODE ISLAND

for

HEARINGS

Before the

SUBCOMMITTEE ON EDUCATION

of the

COMMITTEE ON

LABOR AND PUBLIC WELFARE

UNITED STATES SENATE

NINETY-FIRST CONGRESS

FIRST SESSION

In Support of

S. 1663 ADULT EDUCATION ACT OF 1969

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STATEMENT OF

DR. MARY C. MULVEY, SUPERVISOR OF ADULT EDUCATION

PROVIDENCE PUBLIC SCHOOLS, STATE OF RHODE ISLAND

In Support of

S. 1663 ADULT EDUCATION ACT OF 1969

Senator Pell and Members of the Subcommittee on Education of the Senate Committee on Labor and Public Welfare:

I am Mary C. Mulvey, Supervisor of Adult Education, Providence Public Schools. I am Director of the following three Federally-funded programs:

Adult Basic Education Program in Providence, funded through the Adult Education Act of 1966 (PL 89-750)

Project ARISE (Adult Referral and Information Service in Education) funded under Title III, ESEA (Pl 89-10, as amended).

Providence Senior Aides Project, funded by the U. S. Department of Labor and administered by the National Council of Senior Citizens, Inc.

I hold a Doctor of Education degree from Harvard University, have had extensive experience in teaching, guidance counseling, and other professional roles. I have affiliations with NAPSAE (National Association of Public School Adult Education), AEA/USA (Adult Education Association of U.S.A.), APGA (American Personnel and Guidance Association), Gerontological Society, and several other professional, technical, private, and volunteer community organizations. I am written up in Who's Who of American Women, and other relevant professional and scientific

I am grateful for this opportunity to speak in support of S. 1663, Adult Education Act of 1969, which proposes to "expand educational opportunity and encourage the establishment of programs of adult public education that will enable all adults to continue their education to at least the level of completion of secondary school and make available the means to secure training that will enable them to become more employable, productive, and responsible citizens."

This program is an extension of the Adult Education Act of 1966. It proposes to continue the present program of Adult Basic Education which trains adults in elementary education, to extend it through the secondary level, and to lower the age minimum of eligibility for this service from 18 to 16. We testify to our unqualified support of the proposed continuation and expansion of the present Adult Basic Education program as set forth in S. 1663.

We submit that the present Adult Basic Education program has been among the best of all Federal educational legislation. It offers instruction in elementary education to the more than 10 million adults, aged 18 and over, in our country who have not completed the 8th grade. With this gigantic program, we have already reached more than 1/2 million people in America. Much has been done but much more needs to be done. This is why we so urgently need a continuation, strengthening, and expansion of the Adult Basic Education program.

In Providence, our ABE program is reaching more and more under-educated adults each year. The greatest proportion of work has yet to be done, however, when we consider the following astronomical numbers of functional illiterates in Providence as revealed by the 1960 Census:

Number aged 25 and over who have had no schooling	----	5,793
Number aged 25 and over who completed 1-4 years	----	6,067
Number aged 25 and over who completed 5-7 years	----	18,695
Total number with less than 8 years schooling	----	30,555

I. NEED FOR FUNDING ADULT HIGH SCHOOL EDUCATION

I would like to turn my attention immediately to the provisions of the Bill which would provide financial support for educational programs that will offer instruction to adults for completion of their high school education. The 1960 Census data reveal that, nationwide, more than 64 million adults fall in this category. The numbers increase each year, so that now--9 years later--the total is far greater since up to one million young people drop out of school each year. This proposed program would provide opportunities for adults who have completed the 8th grade level under the current ABE program to move on through completion of high school or its equivalent; and it would provide the same opportunities to all adults below high school level, and to current yearly dropouts, to take up from where they left off and carry through to completion. A High School Certificate today is essential for adults to secure jobs, to advance in career, and to be productive citizens.

I think the most significant statistic of all is that we are adding over 1,000 a year in Rhode Island to that segment of the population who have not completed high school, because of the lag between numbers of dropouts and those who pass the High School Equivalency Test. Figure 1 shows that, each year, some 2,500 in Rhode Island drop out of Junior and Senior High Schools, and some 1,200 pass the HSE Test administered by the State Department of Education. The lag is further illustrated by Figure 2 which indicates that only 1/2 of the persons who take the HSE Test pass it each year.

The 1960 Census data reveal that the educational achievement of Rhode Island residents aged 25 and over, falls below the national level...only 10.0 years of school completed, compared with a national average of 10.6 years. Likewise, Rhode Island's median of school years completed falls below its neighbors--the New England median of 11.2. Another alarming statistic is that Rhode Island ranks thirty-fifth in the country in median school years completed (Statistical Abstract of the United States, 1968, p. 113). Equally alarming is the fact

LAG

BETWEEN NUMBER OF DROPOUTS AND NUMBER PASSING HIGH SCHOOL EQUIVALENCY G.E.D. TEST IN R.I. 1964-1969

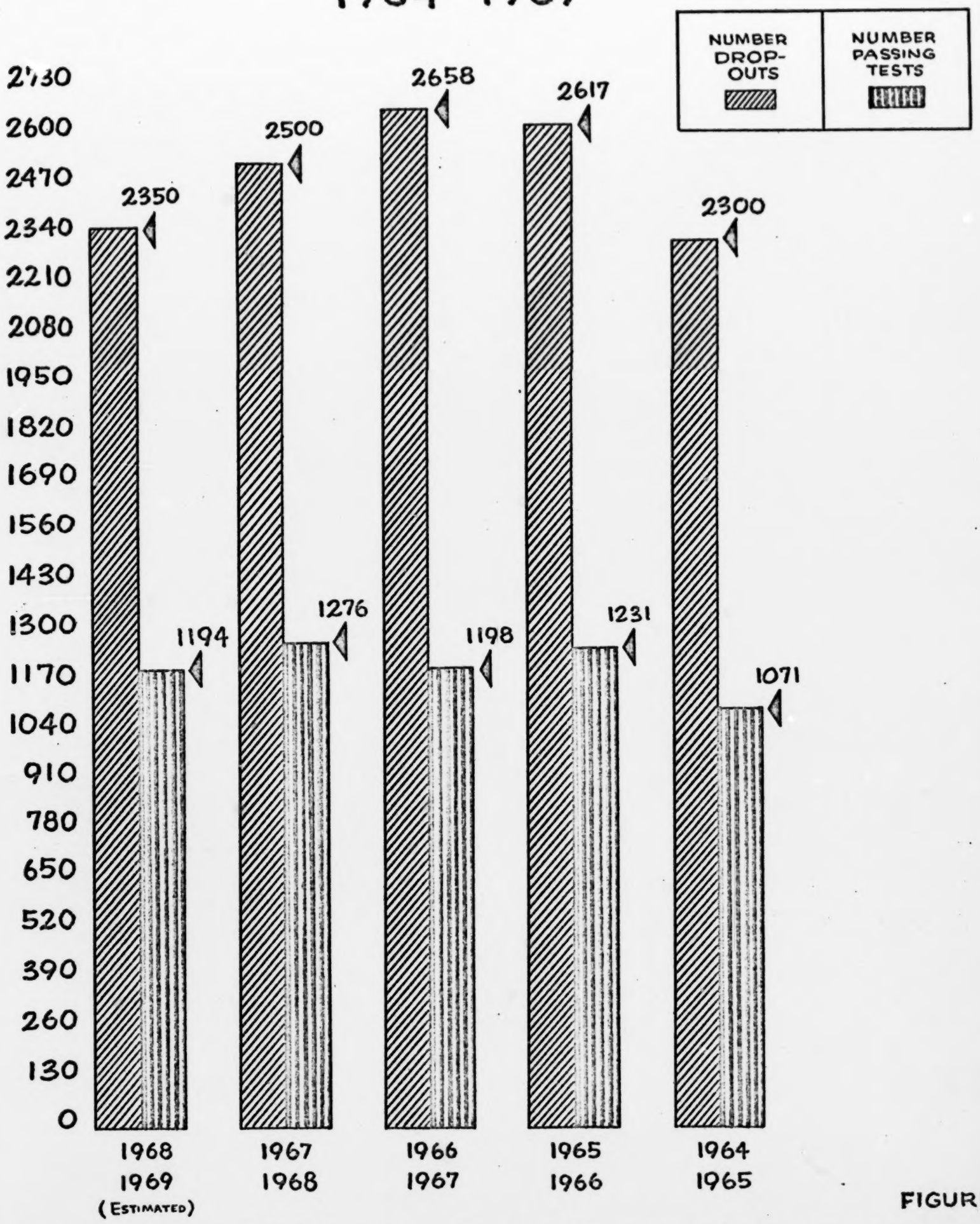


FIGURE 1

COMPILED BY ADULT EDUCATION DEPT., PROVIDENCE PUBLIC SCHOOLS; DR. MARY C. MULVEY, SUPERVISOR, MAY 1969

LAG

BETWEEN NUMBER TAKING AND NUMBER PASSING HIGH SCHOOL EQUIVALENCY G.E.D. TEST IN R.I. 1964 – 1969

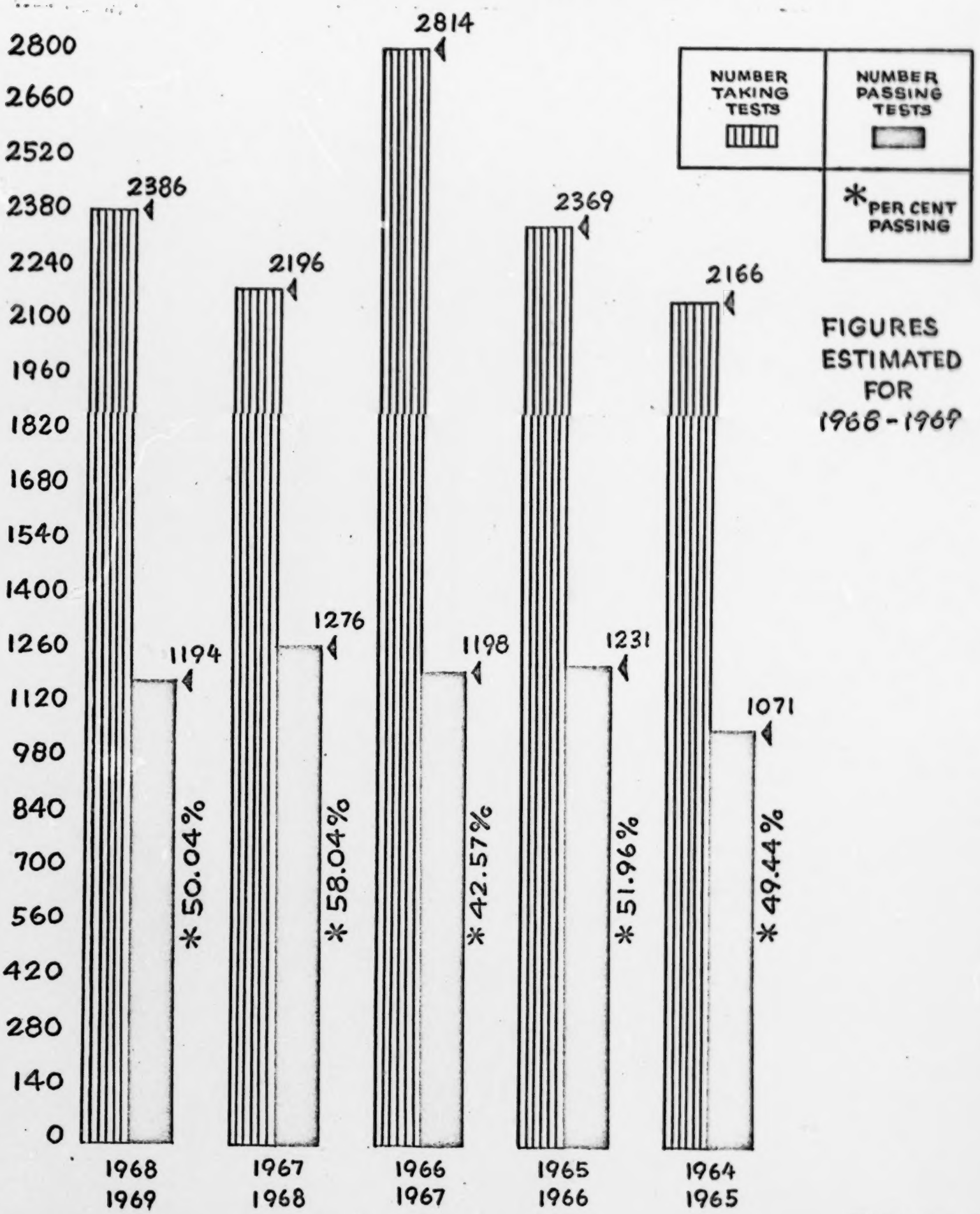


FIGURE 2

COMPILED BY ADULT EDUCATION DEPT., PROVIDENCE PUBLIC SCHOOLS; DR. MARY C. MULVEY, SUPERVISOR, MAY, 1969

that Rhode Island ranks fortieth in the country in proportion of those who have completed high school.

Data relating to Providence are even more acute. Providence falls slightly below the state's median of educational achievement, with 9.8 years completed; but this spurious average results from the faculties and graduate students, aged 25 and over, and of major educational institutions located in the city, as well as a relatively high concentration of white collar workers. By contrast, the suburbs around Providence have considerably higher medians; and this may well be a consequence of the accelerating outmigration of the better educated from Providence to the suburbs.

Providence is obviously a function of Rhode Island's low rank in school years' completed, and contributes significantly to the state's "lag" between dropouts and numbers passing the High School Equivalency Test each year. Of persons passing the HSE Test each year, about 400 are from Providence (estimated by the Chief, Adult Education Division of Rhode Island State Department of Education). At the same time, Figure 3 indicates that Providence contributes over 500 annually to the "lag" since up to 1,000 drop out of the Providence Public Schools each year. The picture does not change from year to year. Figure 3 shows 951 dropping out of Providence Public Schools in School Year 1966-67, and 955 in 1967-68. When the totals for 1968-69 are compiled, results will reveal a continuation of the trend.

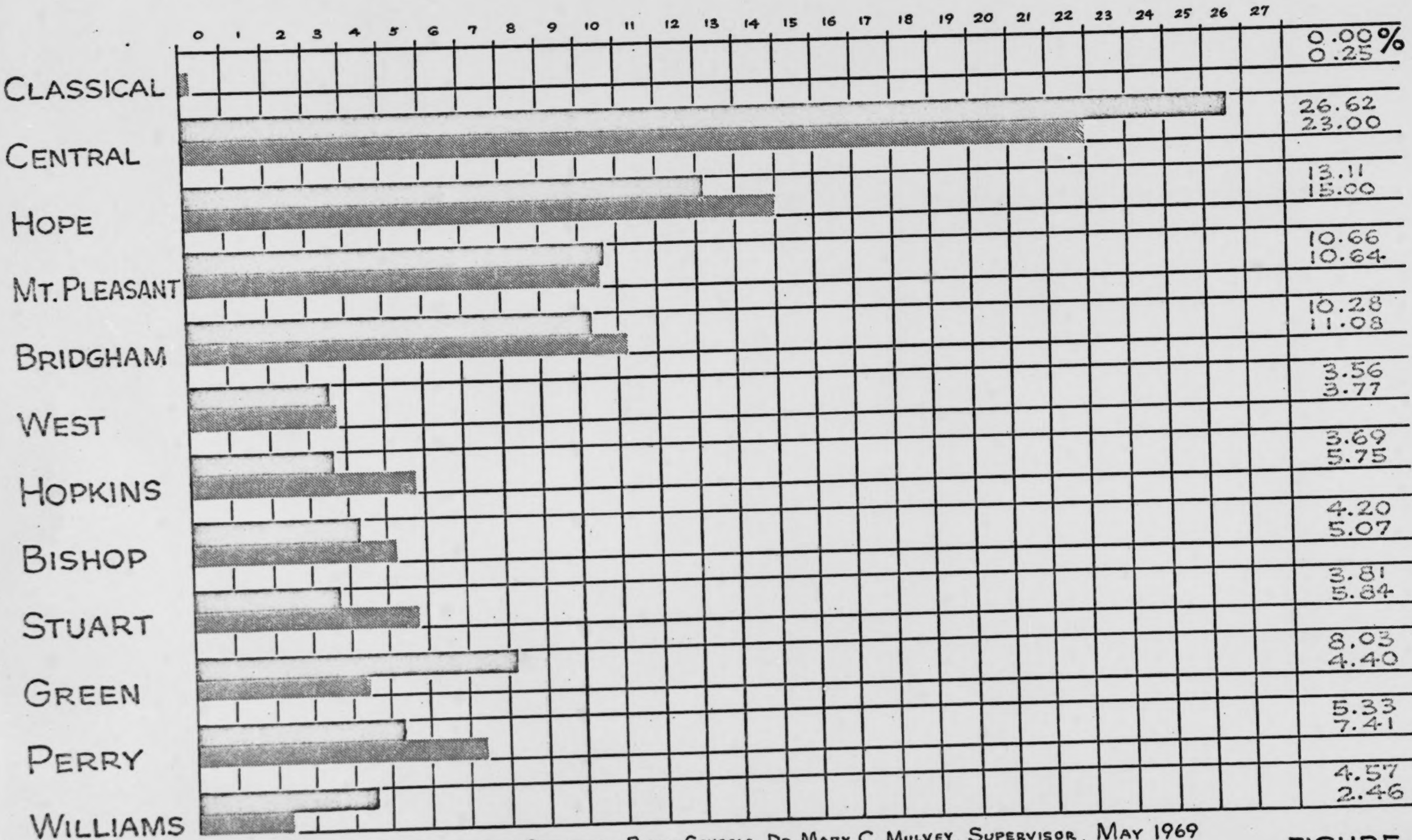
I am concerned about the appalling numbers in Providence who have not completed high school, estimated at 100,000. Up to now there are no convincing indications that the numbers of dropouts will decrease or that the lag will narrow; and the impact upon our economy of these large numbers of adults--which are getting significantly larger--will continue to shape up. We cannot close our eyes to the problem and expect it will "go away."

While I am aware that other urban communities have their own distinct problems, what I illustrate from the Providence experience has validity for other urban areas.

PROVIDENCE PUBLIC SCHOOLS

PERCENTAGE OF DROPOUTS PER ENROLLMENT PER SCHOOL

	1966 - 1967	1967 - 1968
TOTALS	951	955



COMPILED BY ADULT EDUCATION DEPT. PROVIDENCE PUBLIC SCHOOLS, DR. MARY C. MULVEY, SUPERVISOR, MAY 1969

FIGURE 3

II. SOCIAL AND ECONOMIC EFFECTS OF UNDEREDUCATION

The hazardous effects of adult undereducation, particularly as they come to focus in the urban areas--and specifically Providence--emphasize the immediate necessity for adult high school education to help individuals to exercise more adequately their public and private responsibilities, and to achieve economic and social independence.

A. EFFECTS UPON ADULTS

1. Income

There are essentially many factors related to education of adults; but a basic factor and one of the most easily measured is economic: The more education a person has, the more money on the average, he earns. Estimates of lifetime earnings of people by levels of education completed, vary according to yardsticks used; but all estimates point up the penalties over a lifetime for not completing school.

For those who are lucky enough to qualify for jobs, it has been estimated that a man, 25 years of age or older, who finishes 8 grades of school will earn a lifetime income of $228,000; if he does not finish high school, he will earn $270,000; but if he graduates from high school, he will earn some $320,000 in his lifetime (Statistical Abstract of the United States, 1968, p. 112). These estimates were made for the year 1966.

2. Career Opportunities

Higher earnings are only a part of the benefits. With few exceptions, the higher the level of education, the greater the variety of job opportunities. Broader range of choice is crucial today, because the job market is changing rapidly, and generally in a direction away from manual work toward white collar work--the kind that demands high school completion or its equivalent at least.

3. Education/Training

High school completion provides not only higher incomes and greater range of choice of job than the dropout can realize, but also offers the opportunity to enter higher education and/or on-the-job training and re-training programs.

Without at least a High School Equivalency diploma, a person cannot qualify for:

1. More than 90% of all civil service positions.
2. Nearly all union apprenticeship programs.
3. Admission to colleges, both private and public, which honor this diploma.
4. Many job training courses.
5. The special training and education programs of the armed forces.
6. More than 85% of all white-collar jobs.

4. Job Security

Besides higher income, a broader range of job choices, and additional education and training opportunities, a high school Diploma or an Equivalency Certificate furnishes protection against unemployment. In an era of rapid technological change, unemployment is generally concentrated among semiskilled and unskilled workers, especially the long-term, or "hard core" unemployment. For example, from 1961 through 1963, the rate of unemployment was 1.8 percent for professional and technical workers; 1.6 percent for managers, officials, and proprietors; and 5.4 percent for craftsmen and foremen; but for semiskilled workers it stood at 8.2 percent, and for laborers, 13.0 percent. While operatives and laborers accounted for only 23.3 percent of total employment in 1963, persons in these categories represented 39.1 percent of persons unemployed for 27 weeks or longer (Education Is Good Business, American Association of School Administrators, et. al., 1966, pp. 4, 5).

On the other hand, the "job secure" workers (professional, technical, managerial, and--to a lesser degree--skilled craftsmen) are able to find new jobs quickly when old ones disappear. It is pertinent to note that the "job secure" groups have completed more years of schooling than the "job-insecure" groups: in 1964, professional and technical workers had an average of 16.2 years of schooling, while managers, officials, and proprietors had 12.5. On the other hand, craftsmen had an average of only 11.5, operatives 10.5, and laborers 9.3 years (Ibid). So it is obvious that a high school level of education is necessary to job security.

B. EFFECTS UPON CHILDREN

Educational research and other sources have offered substantial evidence that the performance and aspirations of children in school are related to the educational level of their parents. In the case of families in the poverty income level, we must take a good look at the effect of parents' undereducation upon their children, and do all in our power to break this tradition of undereducation if the poverty cycle is to be broken.

Dr. Conrad Taeuber, Director of Population Studies of the U. S. Bureau of the Census, sums up the problem in one neat package when he says, "At the heart of any war on poverty there must be a war for education." He has noted (11/65) that, of all 16 year old youths, whose family incomes are at the poverty level:

One of out of 3 are dropouts if their parents did not complete grade school.

One out of 5 drop out if their parents finished grade school but not high school.

One out of 10 drop out if their parents finished high school.

Furthermore, in the 14-15 year old group, nearly half of today's boys whose parents never finished grade school are now classified as "retarded scholastically"; and for negroes whose parents failed to finish grade school, the "retarded scholastically" rate climbs up to 52.3 per cent.

In Rhode Island this pattern is perpetuated. A recent study reveals that parents of 73 percent of recent dropouts had themselves dropped out of school (Institute for Education Development for the Rhode Island Special Commission To Study the Entire Field of Education, 1968, p. 94; Appendix A). The study further indicated that those who dropped out were in most cases fully capable of completing high school.

Because we recognize that the educational progress of the child depends in great part upon the educational level and aspirations of the adult in the home, we are convinced that a greater proportion of education money must be spent on educating adults

through the 12th grade, before we can begin to see any appreciable results in compensatory education for the city's children. I call your attention to the findings of the "Coleman Report" (J. S. Coleman, et al., Equality of Educational Opportunity GPO, 1966, p. 235; APPENDIX B), which states among its conclusions that the "educational disadvantage with which a group begins remains the disadvantage with which it finishes school." Professor Otto Davis, Professor of Economics, Graduate School of Industrial Administration, Carnegie-Mellon University, in a publication of the University of Chicago Center for Policy Study (The Quality of Inequality; Urban and Suburban Public Schools, University of Chicago Center for Policy Study, 1966, p. 103), states, "Aside from a peer group influence, the intellectual, educational and economic resources provided by the family are the major determinants of educational achievement." We find that this statement is pertinent to the legislation under discussion today.

If we want to prevent dropouts, we must work on the parent dropouts and the potential parent dropouts without further delay. A massive infusion of federal money into an adult education program that will maintain and extend the Adult Basic Education program up through the high school level or its equivalent is absolutely essential if we are to experiment with the techniques necessary to make inroads on the dropout problem.

C. EFFECTS UPON THE COMMUNITY

1. Low Income

Providence is an old city, the second largest in New England, and has been certified as a depressed area by the United States Department of Labor (1957) and by the Area Redevelopment Administration (1961). It has been awarded both a Model Cities Planning Grant (1967), a Model Cities Operational Grant (1969), a Concentrated Employment Program (1968), and a Senior Aides Project (1968).

The relationship between undereducation and low income is reflected in the U.S. Census data of 1960, which show that 38 percent of Providence families live on less than $3,000 per year. The median income for families is $5,067--which is $522 below that for the state; and the state average is lower than that of its neighbors, Massachusetts and Connecticut. The average income for non-whites is $3,450.

Providence, which has an area of 18.9 square miles, has an Inner City approximately a one and one-half mile circle around its central downtown area. The total population of Providence (20 years and over) is 140,293; and of Inner City (20 years and over), it is 60,125. The school dropout rate per 1,000 youths of Inner City (14 to 19 years) is 92.6 against a city rate of 59.6 (Source: Providence Youth Progress Board, now Progress for Providence). See Appendix C for additional data.

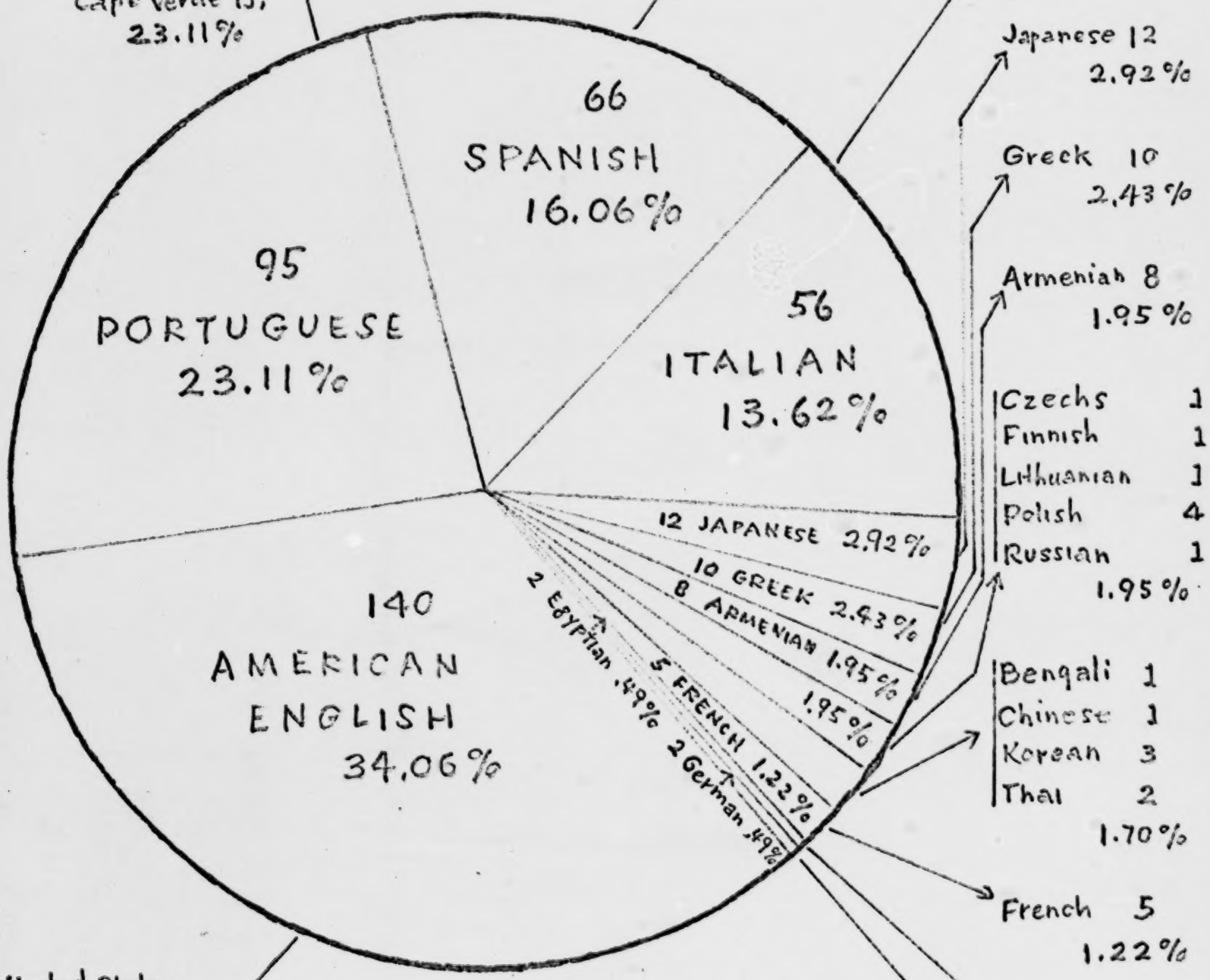
Almost half the residents of Providence are of "foreign stock"--foreign-born or natives of mixed or foreign parentage. The largest proportions are: 1) Italian - 16.6%; 2) Irish - 5.3%; 3) Canadian (French) - 4.8%. These proportions are undergoing change, since we are currently experiencing a tremendous influx of immigrants: 1,320 in 1965, 2,280 in 1966, and 3,300 in 1967. The growing proportion of Portuguese is reflected in the ethnic makeup of our ABE classes (Figure 4). In 1966 alone, 1,487 immigrants were Portuguese, out of a total of 2,282. This number is three times all other immigrants combined for that year. Portuguese number 400,000 along a belt that runs from Connecticut thru Rhode Island and Southern Massachusetts.

At the time of the 1960 Census, Providence had a relatively small negro population (5.7% of the city's population); but the Providence negroes make up one of the most depressed urban negro populations in the country. In the Model Cities neighborhood alone (Census Tract numbers 4, 5, 6, 7), where the greatest proportion of negroes are located, 62% of all those over 21 have had less than a high school education; and there are some 2,370 families on welfare.

ADULT EDUCATION DEPARTMENT
Providence Public Schools

National Origins of Adults in Adult Basic Education Classes

SHOWING PERCENTAGES OF TOTAL ENROLLMENT MAY 1, 1969



Spanish 66
↓
Colombia
Cuba
Dom. Republic
Guatamala
Mexico
Peru
Spain
16.06%

Portuguese 95
↓
Portugal
Azores
Madeira
Brazil
Cape Verde Is.
23.11%

Italian 56
13.62%

Japanese 12
2.92%

Greek 10
2.43%

Armenian 8
1.95%

Czechs 1
Finnish 1
Lithuanian 1
Polish 4
Russian 1
1.95%

Bengali 1
Chinese 1
Korean 3
Thai 2
1.70%

French 5
1.22%

Egyptian 2
.49%

German 2
.49%

United States
British Possessions
140
34.06%

POOR ORIGINAL COPY - BE
AVAILABLE AT TIME FILME

FIGURE 4

COMPILED BY ADULT EDUCATION DEPT., PROVIDENCE PUBLIC SCHOOLS; DR. MARY C. MULVEY, SUPERVISOR, MAY 1969

2. Needs of Industry Not Being Met

As mentioned above, unless a High School or a High School Equivalency Diploma has been earned, adults are not eligible to take advantage of the many training and retraining programs industry offers for this technological age.

There is an overpowering need to get adults into appropriate training programs to prepare for skill-updating or new skills. A recent report by the Rhode Island Department of Employment Security (The Rhode Island Skill Survey, 1968 and 1971) in its estimate of future manpower requirements, forecasts skill shortages.

The survey warns that, of the 85,000 job openings expected by 1971 through plant expansion or replacement, only 6.6 percent are scheduled to be filled by graduates of in-plant training programs. More than 6,000 job openings were reported at the time of the survey. In view of these statistics, it is obvious that the City of Providence, as well as the State of Rhode Island, will be unable to provide this manpower unless something dramatic is done to attract students to continue their schooling through high school.

3. Unemployment

Data for the City of Providence alone are unavailable as such; however, the State Office of Employment Security states that for Greater Providence, excluding only the Newport and Westerly areas, unemployment averages for the year have been approximately 14,000 (some 4.1 percent of the labor force, in spite of industry's need for manpower)! This figure includes those who have applied for unemployment relief and "estimated others" in domestic service and non-profit institutions. It does not include the chronically unemployed who do not qualify for unemployment compensation and therefore do not show up on the office records.

4. Welfare

In March, 1969,Providence had 9,188 Public Assistance cases in all categories, and an expenditure of $1,166,632 (an average of approximately $14,000,000 a year). In the Model Cities Area, some eighty percent of those receiving aid have not completed high school.

Nationwide, in January, 1969, almost 10 million received all or part of their incomes from local-State-Federal public assistance programs; and it can be assumed that a correlation exists between welfare recipients and undereducation (Public Assistance Statistics, National Center for Social Statistics, Social and Rehabilitation Service, DHEW, January, 1969).

5. Health

The City of Providence infant mortality rate is 28 per thousand, as compared to the Rhode Island rate of 19 per thousand; in the Inner City the rate is 37 per thousand; and in Census Tracts #4,5,6,7--Model Cities area--the rate is 53 per thousand (and in Census Tract #4 alone, 71 per thousand). The number of out-of wedlock births is 164 per thousand, compared to the Rhode Island rate of 98 per thousand; and in the Model Cities area the rate is 260 per thousand. Many teenage girls drop out of high school because of pregnancy.

6. Delinquency

Of the 7,000 referrals a year to Family Court, only 1,500 are motor vehicle violations. A large proportion of the remaining 5,500 youngsters who get into trouble serious enough to be referred to the Court are dropouts. It is important to note here that the greatest percentage of incidents of delinquency occur among Inner City youth; and this is where the dropout rate is the highest.

It would be economically wise to spend more on education of both children and adults when we consider that, nationwide, we spend only $450 a year per child in a public school, $1,800 per year to put a delinquent in a detention home, $2,500 per year to support a family on relief, and $3,500 per year to support a criminal in state prison (President L. B. Johnson, "Education Message to the Congress upon the Introduction of the Elementary and Secondary Education Act of 1965", Congressional Record, January 12, 1965).

III. ABE PROGRAM FUNDS THROUGH 8th GRADE LEVEL

The current Adult Basic Education (ABE) program which I conduct for the City of Providence is making inroads upon numbers of those persons who have not completed 8th grade. Through funds appropriated under the Adult Education Act of 1966 we are able to conduct an extensive recruitment program, the basic design of which involves two processes: 1) an all-out person-to-person solicitation conducted by field workers, and 2) a broad promotional and publicity campaign coordinated by a public relations specialist. Our experience has been that a consistent, far-reaching, publicized program, backed up by professionally certified teachers, and aided by supportive services such as teacher aides, transportation, counseling, etc., make the importance of returning to school seem real to the underprivileged, undereducated adult.

A. FLEXIBILITY OF LOCATION AND HOURS

We take the classes to the students. We find that the more conveniently we locate classes, the larger the enrollment. During the current school year, we held classes in 27 different neighborhoods throughout the city--morning, afternoon, and evening. We used churches, YMCA, libraries, Community Schools, housing developments, hospitals, and private locations.

B. ADULT BASIC EDUCATION ENROLLMENT CLIMBS

From the beginning of the current school year in October, 1968, pupil enrollment increased from 216 to 815 at the end of March, 1969--an increase of 320 percent. This compares with an enrollment of 542 at the end of March, 1968--an increase of 52 percent. At the end of May, this year, enrollment climbed to 968--as compared with 755 at the end of May, 1968--an increase of 28 percent. Ages of participants in our current program range from 18 to 90. Figure 5 compares enrollment for 1967-68 and 1968-69 School Years respectively, and clearly delineates the increase in the current school year. The use of Senior Aides as recruiters accounts for the upsurge in enrollment this year.

ADULT BASIC EDUCATION - PROVIDENCE PUBLIC SCHOOLS

COMPARATIVE DATA FOR ENROLLMENT FOR ALL ABE CLASSES

1967-68 - - - - -
1968-69 _____
Projected //////

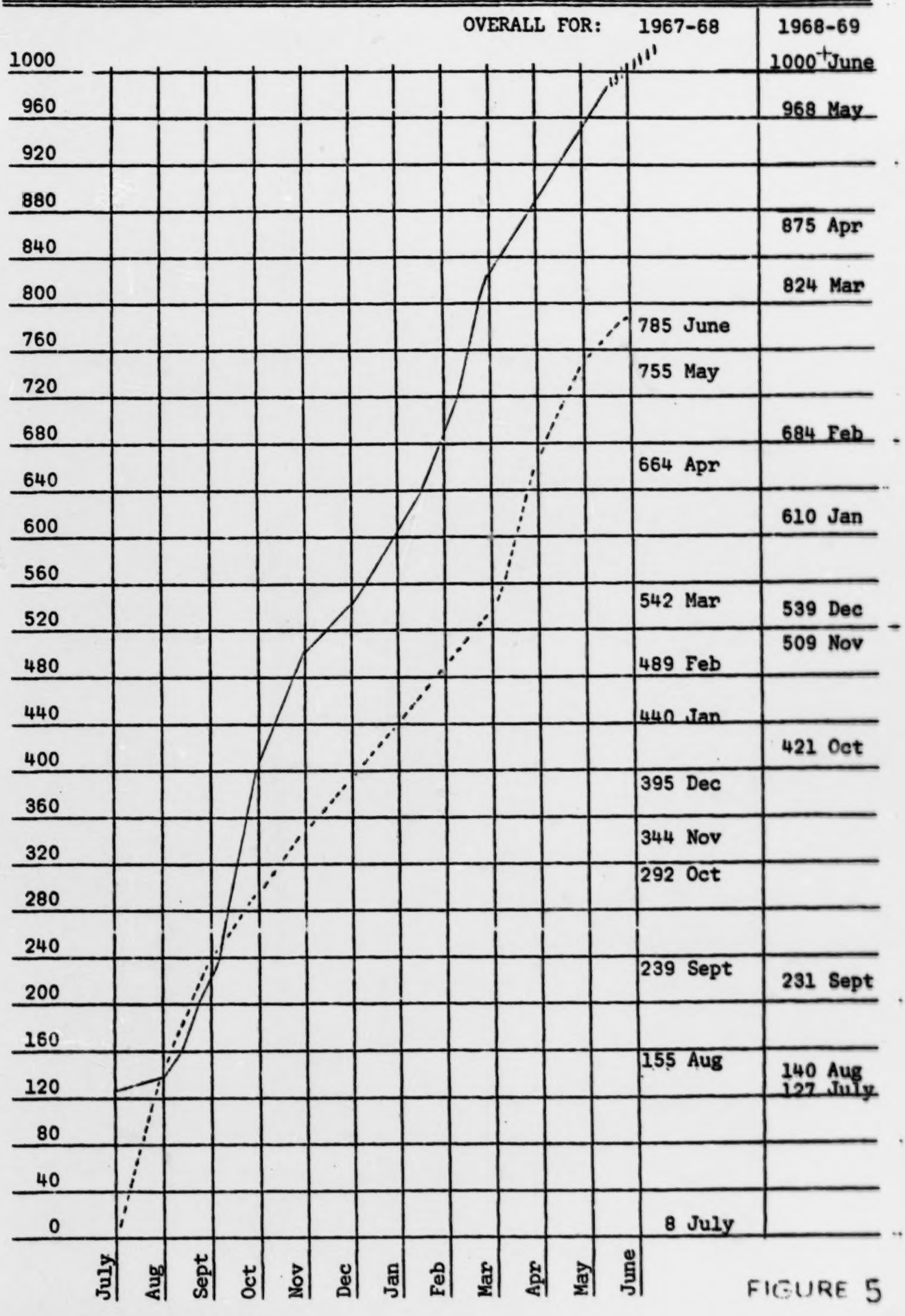


FIGURE 5

Compiled by Adult Education Dept.,Providence Public Schools; Dr.Mary C. Mulvey, Supervisor
May, 1969

Efforts to enrol ABE students have been stepped up this year through the use of Senior Aides, funded by the U. S. Department of Labor and administered by the National Council of Senior Citizens, Inc. They are not moon-lighting, but concentrate solely on recruitment; therefore, they are able to make contacts at any time of the day or evening. They work 20 hours a week promoting the ABE program, contacting potential enrollees, and following up dropouts. Arranged in five teams (2 to a team), and assigned to respective areas of the city according to Census Tracts, they also visit business and industrial firms, churches and community organizations, and receive advice and assistance from labor unions. Their productivity is reflected in the increase of new enrollees, of return of dropouts, and of numbers who pass their Eighth Grade Equivalency Test.

C. S.1663 WOULD ENHANCE THE ABE PROGRAM

Funding through S.1663 would not only enable us to intensify our efforts in our current ABE program, but would also make it possible to conduct a High School Diploma or Equivalency Program in the same way that we operate our ABE program. We would apply to the adult high school program the same energy, the same policy of coordinated decentralization in recruitment and location of classes, flexibility in training, teacher training for special certification, and other related techniques which have brought productive results in our Adult Basic Education program.

The slowdown in numbers of undereducated adults will come only with Federal financial help, because we in Providence and in other urban areas are not financially able to do the job. We respectfully request this Senate Subcommittee and Congress to continue and increase support of the ABE program through S.1663. The current ABE program is an excellent example of what funds can accomplish for those under the 8th grade level, and holds great promise for Adult High School Education.

IV. HIGH SCHOOL EQUIVALENCY PROGRAMS CURRENTLY AVAILABLE

This is not to say that we have done nothing in Providence to serve, for we have--but in a significantly small way. There are several programs presently operating to give instruction toward the High School Equivalency Diploma. As will be evident, however, these are operated in a fragmented fashion, with no overall coordination or evaluation. It has been extremely difficult to gather the limited data which we are able to present today about opportunities available to prepare adults for the HSE Test.

A. FREE PROGRAMS

1. Academically Oriented

Central Evening High School. The Providence School Department conducts free classes for Providence residents in the Fall and Spring, two evenings weekly, two hours a class. Approximately 60 were enrolled during the current year; and 55 of these took the GED Test. Eighteen passed all 5 sections, 33 passed four or fewer sections, and 4 flunked completely.

Nine Community Schools. In the eight poverty areas in Providence, in cooperation with the Providence School Department, classes are established where there is demand. Current enrollment figures are around 82. These class sizes vary from school to school and provide successful test applicants among approximately one-fourth of those taking High School Equivalency Tests (Mary C. Mulvey, Adult Education in Providence Community Schools - an Evaluation, August, 1966, p. 75; see also APPENDIX D).

Transitional Room. The Providence School Department provides a non-graded, day-time program at Hope High School to prepare the returning dropout--usually the recent drop-out--to resume regular classes. Response to this effort is relatively small; and students who return frequently drop out again and again. In 1966-67, there were 47 who dropped out twice, and nine who dropped out three times; in 1967-68 there were fifty-three who dropped out twice, eight three times, and one four times. The shortage of guidance

personnel, social workers, remedial reading specialists, together with the rigidity of the school programming--all contribute to these poor results. In addition, there is but one Transitional Room in the entire school system. More are needed, since return to the regular classroom does not hold much attraction for the dropout.

TV-High School. Through Project ARISE, we were instrumental in getting TV-High School launched in Rhode Island by the State Educational TV Station, WSBE - Channel 36. ARISE personnel promoted participation in TV-High School through mass media, distribution of flyers and continuous referral. It is difficult to evaluate how many persons participated in this program as an adjunct to their high school equivalency preparation, or how many watched it for cultural enrichment.

Project ARISE (Adult Referral and Information Service in Education) funded under Title III, ESEA of 1965. ARISE is currently experimenting with 3 neighborhood High School Equivalency classes, using retired teachers to tutor. We recruited these classes from among those who have requested High School Equivalency classes, but who have found it difficult to attend existing ones because of limited scheduling, geographical inaccessibility, etc. To date, we have a total of 40 students enrolled, with two classes held in public libraries, and the third at Rhode Island Hospital for their employees. Ours is a pilot attempt to answer needs where they are not being met at times and places convenient to the students.

Tutoring. From time to time informal tutoring is provided by college students and others to persons seeking High School Equivalency preparation. Nickerson House, a Settlement House, is a case in point: volunteers offer this service on an intermittent basis in response to local demand. Because of the nature and diffuseness of these programs, it is impossible to obtain any reliable enrollment figures and/or results of such instruction, as they relate to the High School Equivalency Test.

2. Vocationally Oriented

MDTA. The Manpower Development and Training Program offers some high school subjects during the day to the disadvantaged, prevocational, underemployed, unskilled, and underskilled persons in the community. The program is conducted jointly by the Rhode Island Departments of Employment Security and Vocational Education. During the year 1968-69, some 42 persons were enrolled in classes which are held for one hour each day. A total of 21 passed all five sections of the GED Test for High School Equivalency, 3 passed four sections, and 3 passed two.

WIN. The Work Incentive Program provides training opportunities and special work projects to persons 16 years of age and over, to families receiving Aid, and to families with Dependent Children (AFDC). There are three kinds of classes: one group for three hours a day, five days a week; another for two hours a day, five days a week; and another for three hours a day, twice a week. Over the year about 60 women have been enrolled. Some 40 are still attending classes. During 1968-69 eight persons passed all five of the GED Test sections; six persons passed four sections. This program is conducted by DES.

CEP. The Concentrated Employment Program, sponsored by Progress for Providence (CAP) had 52 persons enrolled during 1968-69. Their average class is 15. During this year some 15 persons have passed all five sections of the GED High School Equivalency Test; four persons have passed four sections; and five have passed three. These classes meet for three hours, five days a week. During the school year there was an additional class for New Careers and CEP staff which ran for two hours a day, five days a week.

OIC. The Opportunities Industrialization Center conducts evening classes two nights a week in High School Equivalency preparation. The OIC program, supported largely by industry, caters to the disadvantaged (primarily of minority group background). Total enrollment in these classes, as of April, 1969, was 41.

B. TUITION PROGRAMS

Johnson and Wales Junior College of Business offers two concentrated programs a year in High School Equivalency preparation. The course runs 15 weeks, two nights a week. Attendance is about 40 a semester; therefore, their enrollment figure for 1968-69 would run approximately 80. They charge $75.00 a term for the course; and they carefully select applicants, with the expectation that about 70% of those who take the course, pass it. They refer those less prepared to other programs.

Fletcher Preparatory School provides occasional tutoring for adults and recent drop-outs for High School Equivalency preparation. They report, however, that, during 1968-69, they had no students enrolled.

Rhode Island Reading Institute offers tutoring in various aspects of reading proficiency for High School Equivalency preparation during the school year, day and evening. Enrollment varies. The school estimates that some 30 different persons have sought help this year; but they do not have figures on the number of successful applicants for the GED tests.

C. PROGRAMS ARE FRAGMENTED AND UNCOORDINATED

The foregoing descriptive information about opportunities available to adults for high school instruction provides evidence that programs are limited and uncoordinated,and do not meet the needs of the present and the future, nor did they meet the needs of the past. A total of 487 persons were enrolled during 1968-69 in High School Equivalency classes. Attendance at these classes vary from 30 per cent to 80 per cent of enrollment totals. When one considers the great numbers of non-high school graduates in the City of Providence (estimated at 100,000), it is obvious that we as a community are not making known to enough people even these fragmented opportunities. Lack of funds make publicity and recruitment practically impossible; and classes, both free and paid, are not being used to capacity.

V. DEMAND FOR HIGH SCHOOL AND EQUIVALENCY PREPARATION

Documented Requests to Project ARISE Personnel. Our ARISE staff (referred to above, p. 20) offer counseling to adults and recent dropouts regarding facilities for obtaining High School Equivalency preparation and job training. We provide literature, bibliography for study, and/or referral to available classes. Our publication, the annual ARISE DIRECTORY on Adult Education, lists all programs in HSE preparation in Providence and the surrounding vicinity--both free and paid. We try to match the client with the appropriate program.

The largest single spontaneous request which we have received since the inception of the program has been concerned with High School Diploma or High School Equivalency preparation. Your attention is called to APPENDIX E for a statistical breakdown of requests. Up to May, 1969, the total is 741--approximately 25 percent of all inquiries. According to our records, from November 1, 1967, to August 31, 1968, the ARISE personnel had processed some 401 requests for High School Equivalency, or 23.4 percent of all inquiries. From September 1 through November 15 of 1968, some 103 additional requests were for High School Equivalency or high school subjects; and since November 15, 1968, some 237 additional requests have been received. The numbers of those calling who cannot be accomodated by present programs have prompted ARISE's pilot experiments in neighborhood High School Equivalency Classes, mentioned above (p. 20).

Help Sought of Public Libraries. The Reader's Advisor in the Central Branch reports she has given information and loaned books to about 278 persons relative to home study for High School Equivalency Test preparation since September, 1968. The various branches of the Library, as well as affiliated libraries, have also lent appropriate materials to individuals after they registered with the State Department of Education for taking the High School Equivalency Test.

Urban Education Center provides High School Equivalency counseling, pretesting, referral to appropriate classes at the OIC (mentioned above, p. 21), and final testing. Approximately 65 students have sought counseling since the Center opened in January, 1969; to date, only eleven passed the test successfully.

Inquiries from Personnel Departments in Industry. There are frequent calls from employers who want to upgrade their employees and cannot do it unless a High School Diploma or Equivalency Certificate is secured. With proper funding, the placement of High School Equivalency classes in industrial establishments would answer a long-felt need and would insure good attendance because the students would be on the premises.

Teacher and Student Choices of Subjects in Community Schools (Mary C. Mulvey, Adult Education in Providence Community Schools - an Evaluation, August, 1966, pp. 54-60). We conducted a survey in 1966 to determine the educational needs of both teaching personnel (N=204) and students (N=233) in the Providence Community Schools. Results placed a high priority on raising of educational levels. Types of programs considered important by substantial majorities of personnel engaged in the operation of Community Schools included, in order of priority: High School study (earned diploma or recognized equivalent for graduation)--87.3 percent; Americanization and Citizenship--82.8 percent; Elementary Education or Adult Basic Education (ABE) including English as a Second Language (ESL) for non-English speaking adults--78.9 percent. Students attending Community School classes also specified their major areas of interest as improvement of vocabularly, English grammar, English usage, Basic Education, high school courses and equivalency, and business subjects. See APPENDIX F for tabulated results. Community Schools are conducted in the eight poverty areas in the city and enrol only persons living in the poverty neighborhoods.

Survey of Adult Education Needs in 1954. This study (Wilkins, Ralph W., A Study To Determine the Adult Education Needs of Providence, Rhode Island, Unpublished Doctoral Dissertation, Boston University of Education, 1955) surveyed a city-wide sample of Providence

"adult educational choices" and showed a close correlation with the survey which I conducted in the Community Schools in 1966, specifically in the areas relating to self-improvement in reading skills. This is important when one considers that the Wilkins survey was involved with "upper crust" population generally, as compared to ours which covered the disadvantaged persons in the community schools. It is apparent, therefore, that the need for continuing education is a universal one and not limited to those in the poverty areas.

Needs Expressed by Other Groups in Rhode Island. Groups affiliated formally and informally with our Providence Adult Education Department have emphasized the need for Adult High School opportunities. Some of these groups and their recommendations are:

Team of URI Professors and Graduate Students visited the Community Schools in 1966 for a qualitative evaluation in conjunction with our questionnaire survey, and concluded that High School Equivalency programs should be integrated closely with Adult Basic Education programs and be administered by the same head.

The Planning Workshop in Adult Education, University of Rhode Island, 1966 (Title III, ESEA of 1965) and the Adult Education Workshop, Newport, 1968 (same funding), both expressed strong feeling that there be a better system for retrieving dropouts, and that there be elementary and secondary educational opportunities for dropouts and adults beyond normal school-leaving age.

Our Adult Education Advisory Committee strongly supports High School Equivalency preparation, and reiterates the need for a strong, comprehensive program in this area, adequately funded. They have recommended passage of S. 1663.

NAPSAE and our local affiliate, Rhode Island Association of Public School Adult Educators (RIAPSAE) have given their support to S. 1663 and have urged their members to express their support individually to the Members of Congress.

AEA of USA, and our local affiliate, Rhode Island Adult Education Association (RIAEA) has given strong support to adult programs for high school preparation.

VI. S.1663 FUNDS NECESSARY FOR ADULT HIGH SCHOOL EDUCATION

The foregoing discussion of the relatively few opportunities available to adults for high school education or its equivalent, and of the signfiicantly few persons (487 in 1968-69) who take advantage of what little is offered, indicates that an all-out attack on many fronts must be made to provide programs for the ever-increasing numbers and proportions of Providence residents who have not completed high school. We noted earlier the lag created by numbers of adults taking the High School Equivalency Test and numbers passing, and pointed out that only about 1/2 of all who take it pass each year (Figure 2).

We cannot but infer, among other things, that: 1) those taking the test have not been well prepared, and/or have not received sufficient guidance as to their readiness; 2) teaching content and/or techniques are somehow missing the mark; 3) High School Equivalency programs are neither sufficient in number, nor easily accessible at times and places convenient for adult students to attend; 4) not enough community resources are involved in supportive efforts to help prepare adults to earn their High School Equivalency Diplomas; and 5) there is no current concentrated program which identifies, solicits, and motivates the undereducated on an intensive and consistent basis to take advantage of available High School Equivalency opportunities, few though they are.

The education of adults within the public school system has traditionally been subordinated almost to non-existence; and what has found support at all has been largely remedial and sporadic. However, we are now in an era of such unprecedented growth of population and of knowledge that there is an ever-increasing need for free integrated programs for adults on a mass basis that will assist them to keep pace with the trends of our society.

Only with a massive recruitment program, such as we in Providence carry on to reach and enrol adults in our ABE classes, can we hope to reach the unreached, and attract them into a classroom. S.1663 would make it possible to have greater articulation between ABE and HSE. High School Equivalency would be carefully designed and relatively uniform

from class to class. Teachers would be trained for teaching HSE, and in methods and techniques of teaching adults, just as ABE teachers are required to do, so that they will be able to hold students, prevent dropouts and help adults to learn.

Just as education of adults requires different educational techniques, so, to be really effective, it requires different educational settings. Much of the discontent and apathy of many adult students can be attributed to the childish or austere schoolroom atmosphere, which serves as a constant reminder to them of their childhood failures.

It is generally agreed that the principal reason for repeated dropping out is that students find they have come back to the "same old thing." This, combined with the childish atmosphere of the high school, with younger students pursuing their normal course, causes a second withdrawal. In brief, <u>their self-concept as adults is offended</u>.

We feel that, with funding under S. 1663, the trend toward ever-increasing numbers of under-educated adults can be lessened, and even reversed, by using innovative techniques--techniques not possible now because of the low priority given to adult education when state and local funds are so desperately needed for elementary and secondary education. The right of adults to receive elementary and secondary education in a manner appropriate for their needs is just as essential as the right of our children to receive such an education.

S. 1663 could accomplish startling results, if we judge from one limited recruitment effort conducted by the ARISE personnel and Senior Aides during August, 1968. We made visits to the homes of 408 of the 955 Providence Public School dropouts (1967-68), interviewed them and/or family members, presented special dropout literature, and attempted to get them to return to school or enrol in High School Equivalency or other educational or training programs. A quick follow-up revealed that 60, or 15 percent, of those contacted returned to their original schools; we don't know how many additional ones returned to other schools. With adequate funding, efforts aimed at both recent and long-time dropouts would bring productive results.

WE NEED HELP!

The whole problem of bringing basic and high school education to youth and adults in significant numbers demands financial help; and this can come only through passage of the Adult Education Act of 1969. Thousands of Providence residents--old and young, employed and unemployed, affluent and poor--should be given a chance to complete their high school education. There are many advantages that accrue to those who continue their education through high school or its equivalent.

The Providence situation which I have just reviewed can be duplicated in all urban areas across the country. There is abundant evidence that lack of adequate financing is the greatest deterrent to the establishment of ongoing, flexible, integrated programs, geared to meet the elementary and secondary education needs of adults on a massive and coordinated scale. There is usually financial help for vocational and trade courses; but the neglected area is the academic program leading to the high school diploma or its equivalent. Adults most in need of instruction are usually not motivated enough to bear the costs themselves, and in many cases are not financially able to bear the costs. In still other cases high school programs for adults are not available locally,nor are they tailored to the unique needs of adults.

This Bill has the support of NAPSAE and of all those concerned with raising the level of education in this country. The arguments in favor of Federal funding through S.1663 are overwhelming. Failure to pass this legislation will not only tend to prolong the current conditions of functional illiteracy, but will postpone raising the socioeconomic levels of thousands upon thousands of persons and making significant contributions to our economic growth as a nation. In this period of rapid technological change, delay may make it more difficult for persons to get the kind of basic education they need to find new kinds of jobs when the old kinds disappear.

Furthermore, the longer we wait, the greater will be the deprivations to the individuals themselves. It would be a tragic thing for Rhode Island, Providence, and the other communities if S. 1663 is not approved. The social effects of undereducation cannot be measured in terms of money and statistics alone, but must be considered in terms of the loss of human dignity and self-respect, broken families, and unmotivated children. Economic effects can be measured in terms of this nation's inability to prepare a great segment of the population to take a productive place in industry, and of the great financial burden such an undereducated, unemployed or marginally employed person places upon the community.

The need for Adult Education to break this poverty cycle at the source is essential. The figures mentioned in this testimony show graphically the correlation between undereducation and socio-economic status. The data regarding existing available services for helping students reach the 12th grade level in Providence and Rhode Island can be repeated over and over throughout the country, and more than point out the need for a wide, generous, and thoughtful use of funds to attack the high school completion problem for adults--an area which has, more often than not, become the step-child of the whole educational establishment.

The sentiments expressed by Lee DuBridge, President of the California Institute of Technology (Education is Good Business, American Association of School Administrators, Association of School Business Officials of U. S. and Canada, and the National School Boards Association, 1966, p. 12) seem appropriate in this connection:

> " A technologically advanced nation requires an educated body of citizens. When every man on the street is concerned about nuclear war or fallout, about automation, or space; when every family has possession of dozens of the products of modern technology, ranging from an automobile to a television set, automatic toaster, and electric clock; when every citizen must vote for candidates for public office, who in turn must make decisions on matters of national defense, atomic power, space exploration, the regulation of industry, communication, and transport, it is clear that an educated citizenry is an essential national requirement."

Passage of Bill will not only provide benefits for the uneducated and undereducated youth and adults of today, but will add strength to our free, productive, and democratic society. This then, is the challenge facing America. It seems to me that we have no choice but to put our energies and our funds into helping to raise the aspirations and educational level of our many dropouts from the public schools so that they may give motivation, in turn, to their children to complete their education. S. 1663 is not a frill. It is a call for action which I hope will be met by the members of this Congress.

We thank you sincerely for the opportunity of appearing before your committee to recommend passage of S. 1663, the Adult Education Act of 1969.

APPENDIX

APPENDIX A (4 pages)
School Curricula and Instructional Practices in Rhode Island
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APPENDIX B (1 page)
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APPENDIX A

Excerpted from
School Curricula and Instructional Practices in Rhode Island (pp. 94-96)

Prepared by

Institute for Educational Development, 52 Vanderbilt Avenue, New York, New York

(Dr. Joseph Dionne, Consultant, for the Rhode Island Special Commission To Study the Entire Field of Education, 3 Holden Street, Providence, Rhode Island)

... Characteristics of Pupils Who Drop Out of High School

Because completing high school is recognized as being essential for success in society today, data on the percent of Rhode Island students who leave high school before graduation were examined. Rhode Island state law compels attendance in school until age sixteen, which would be until the end of grade 10 for the student making normal progress. Of course, many of those who drop out have not made normal progress.

Table 56 shows a total of 2,505 drop-outs, about 60 percent of them boys and about 40 percent girls. Other information not shown in the table reveals some interesting relationships. Parents of 73 percent of these dropouts had not finished high school themselves. Most students who left school did so at age 16, the first opportunity. There were about three times as many non-whites in the dropout group as in the general population. About 40 percent of those leaving gave a desire for employment as the reason; about 20 percent simply said they did not like school. About 10 percent of the girls who dropped out did so because of marriage or pregnancy.

...Those who dropped out were in most cases fully capable of completing high school if they had chosen to do so. Fully two-thirds of both the boys and girls were average or above average in ability. Moreover, being below average in ability is not in itself a sufficient reason for dropping out of high school. Many of those receiving diplomas on graduation day are below average in ability. Not surprisingly, the schools cooperating in this study said that about 60 percent of the dropouts had been achieving below their ability level while in school.

Table 57 displays data on dropouts by type of school district. It shows that the lowest dropout rate occurs in the suburbs - by an appreciably amount - and the highest occurs in the urban-small city group, chiefly because of the extraordinarily high dropout rate reported for one school district. Other cities in the same group show a dropout rate which is actually a bit below the state average. This method of classifying communities is probably not exact enough to reveal what has been found in a number of research studies. The dropout rate is much more closely related to family background and to the value the family places on completing high school than it is to financial or other factors. In other words, the fact that 73 percent of the parents of dropouts in Rhode Island did not complete high school is probably more explanatory than that some 40 percent of the dropouts said they left high school to seek jobs.

Table 58 shows dropout data by median family income. The data indicate that the dropout rate is lowest in the two above-average-income grouping. The emerging pattern is disrupted by the fact that the second lowest rate occurs in the lowest income districts. Once again, it probably is not income per se that is connected with dropout rate, but the higher aspirations for children that customarily go with higher income....

TABLE 56

Number and Per Cent of Students Leaving School
By Sex and Mental Ability[1] at Grade 11 or earlier

	Below Average		Average		Above Average		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Male	526	34.6	846	55.6	150	9.9	1522	100
Female	327	33.3	556	56.6	100	10.2	983	100
TOTALS	853		1,402		250		2505	

1. Table reproduced in its entirety from Report of Pupil Retention Study, Division of Research and Planning, Rhode Island Department of Education, October, 1966.

TABLE 58

Estimated Per Cent of Students Leaving School
at Grade 11 or Earlier
Districts Grouped by Median Family Income

	Income of School District			
	Over $6,000	$5,000-$5,999	$5,000-$5,499	Below $5,000
Per Cent of Age Group Dropping out	9.2%	19%	24%	16.2%
Number of Dropouts	456	687	1,082	197

Note: Dropouts are estimated from the age census for 15, 16, and 17 year olders, averaged from the Statistical Tables published by the Rhode Island Department of Education. Differences between age census and Grade 11 October enrollments are used to estimate dropouts. Data are for October 1966, enrollments and for January 1965 census. Data are checked for consistency with January, 1964 and October, 1965.

TABLE 57

Estimated Per Cent of All Students Leaving School
At Grade 11 or Earlier
Grouped by Type of District

Type of School District

Urban-Central City		Urban-Small City		Suburban		Suburban-Rural		Rural	
School		School		School		School		School	
A	33%	F	11%	J	9%	O	27%	Z	35%
B	20%	G	14%	K	20%	P	17%	AA	6%
C	20%	H	15%	L	9%	Q	28%	BB	17%
D	7%	I	42%	M	6%	R	19%	CC	17%
E	11%			N	6%	S	21%	DD	33%
						T	16%	EE	33%
						U	6%	FF	28%
						V	12%	GG	10%
						W	13%	HH	13%
						X	15%	II	19%
						Y	17%		
Total	17%		24%		8%		18%		17%
	N=1,117		N=468		N=188		N=470		N=179

State Average = 16%

Note: Dropouts are estimated from the age census for 15, 16, and 17 year olders, averaged from the Statistical Tables published by the Rhode Island Department of Education. Differences between age census and Grade 11 October enrollments are used to estimate dropouts. Data are for October 1966, enrollments and for January 1965 census. Data are checked for consistency with January, 1964 and October, 1965.

APPENDIX A (cont.)

APPENDIX B

Excerpted from
The Coleman Report
James S. Coleman et al., Equality of Educational Opportunity
Washington: U. S. Government Printing Office, 1966,p.235

Of the many implications of this study of school effects on achievement, one appears to be of overriding importance. This is the implication that stems from the following results taken together:

1. The great importance of family background for achievement;

2. The fact that the relation of family background to achievement does not diminish over the years of school;

3. The relatively small amount of school-to-school variation that is not accounted for by differences in family background, indicating the small independent effect of variations in school facilities, curriculum,and staff upon achievement;

4. The small amount of variance in achievement explicitly accounted for by variations in facilities and curriculum;

5. Given the fact that no school factors account for much variation in achievement, teachers' characteristics account for more than any other--taken together with the results from section 2-3, which show that teachers tend to be socially and racially similar to the students they teach;

6. The fact that the social composition of the student body is more highly related to achievement, independently of the student's own social background, than is any school factor;

7. The fact that attitudes such as a sense of control of the environment, or a belief in the responsiveness of the environment, are extremely highly related to achievement, but appear to be little influenced by variations in school characteristics.

Taking all these results together, one implication stands out above all: That schools bring little influence to bear on a child's achievement that is independent on his background and general social context; and that this very lack of an independent effect means that the inequalities imposed on children by their home, neighborhood and peer environment are carried along to become the inequalities with which they confront adult life at the end of school. For equality of educational opportunity through the schools must imply a strong effect of schools that is independent of the child's immediate social environment, and that strong independent effect is not present in American schools.

Under Education Vis-a-vis Poverty

Neighborhood Data	No. of Families	% of Families With Income Less than $3,000	No. of Families With Income Less than $3,000	ADC Cases per 1,000 Families	No. of ADC Cases	Public Assistance Cases per 1,000 Persons	No. of Public Assistance Cases	School Drop-Out Rate per 1,000 Youths 15-19
Camp Street Area	1,089	34	370	75	82	32	152	77
Elmwood Area	1,739	23	400	59	102	38	267	114
Federal Hill	3,961	28	1,109	52	208	42	629	102
Smith Hill	2,506	23	576	46	116	28	274	81
Olneyville	1,834	25	458	43	79	27	188	67
West End	4,425	23	1,018	64	285	39	663	102
South Providence	5,948	36	2,141	134	797	72	1,773	93
Fox Point	1,418	27	383	43	62	31	185	77
Neighborhood Totals	22,920		6,455		1,731		4,131	93
City of Providence	53,520	22	11,735	44	2,359	27	5,584	60
Ratio of Neighborhood Total to City as per cent	43		55		73		74	

APPENDIX C

APPENDIX D

Excerpted from
Mary C.Mulvey, Adult Education in Providence Community Schools - an Evaluation, August 1966, p.75.

B. CONSIDERATIONS ABOUT HIGH SCHOOL EQUIVALENCY PROGRAMS

We are concerned about providing High School Equivalency programs on a broader scale, namely for all high school drop-outs of the City of Providence, not just for those who live in Inner City. This concern in prompted by the knowledge that:

1. Only 1/5 of Providence residents aged 25 and over, have completed high school.

2. Approximately 1,200 Providence residents took the High School Equivalency Test during the 1965-66 school year which is administered by the State Department of Education, and only 430 passed.

3. The results of High School Equivalency testing for students attending the Providence Community Schools is even grimmer: of the 154 who were tested, only 35--22.7 per cent--passed all tests and received the High School Equivalency diploma. The results of testing in individual schools are as follows:

School	Number Tested	Number Passing	Per Cent Passing
A	19	5	26.3
B	32	5	15.6
C	13	1	7.7
D	14	1	7.1
E	12	4	33.3
F	19	10	52.6
G	15	3	20.0
H	21	4	19.0
I	9	2	22.2
	154	35	22.7

APPENDIX E

ARISE REQUESTS November 1, 1967 to August 31, 1968* TABLE I

Total 1714**

High School Education

General	17
TV High School	2
High school diploma	7
High school classes - days	2
High school classes - evenings	8
High School Equivalency--general	337
HSE--English Usage	5
HSE--English literature	2
HSE--Mathematics	8
HSE--Social Science	3
	355
Summer high school programs	4
Information for professional use	6
Total	401

23.4%

Adult Basic Education

Class and/or student information	156
Adult Basic Education Employment	4
Set up ABE classes	9
English for Foreigners	72
Adult Basic Education other	2
ABE - Information for professional use	10
Americanization	1
Total	254

14.8%

Business Courses

General	13
Typing	86
Data Processing	21
Shorthand and Speedwriting	44
Office Machines	5
Bookkeeping	24
Total	193

11.2%

ARISE Directory

General	124
For professional use	42
Total	166

9.7%

Senior Citizens Employment

Total	124

7.2%

Vocational or Occupational Training

General		15
ABE Workshop		15
Information for professional use		4
Trades		
Automotive	2	
Electrical	2	
Machine shop	1	
Drafting	5	
Meatcutter	1	
Other trades	28	
	39	39
Total		73

4.2%

Arts and Crafts

Art	4
Crafts	1
Ceramics	1
Interior Decorating	2
Sewing	44
Cooking	5
Other Homemaking Course	3
Music	1
Woodworking	6
Total	67

3.9%

Mathematics

General Mathematics	10
Advanced (beyond high school)	1
Algebra	32
Geometry	6
Modern Mathematics	4
Total	53

3.1%

Employment (Other than Seniors)

Professional	28
Non-professional	19
Total	47

2.7%

APPENDIX E (cont.)

ARISE REQUESTS (continued) TABLE I

General information on Special Services of ARISE Office

General	29
Request for professional use	17
Employer request for help in hiring	1
Total	47
	2.7%

English and Foreign Languages

Foreign languages	21
English Grammar	13
English Literature	3
Reading Improvement	10
Total	47
	2.7%

Other Education

General	9
Summer School Programs-Elementary	16
Summer School Programs-Jr. High	2
Summer School Programs-High School	11
Information for professional use	3
Total	41
	2.4%

Senior Citizens General requests

General	5
Information for professional use	7
Retirement Course	7
Information on Gerontology	4
Housing	8
Agency request for Senior Aide Assistance	1
Total	32
	1.8%

Science

Chemistry	13
Physics	3
Biology	4
General Science	1
Other Science	3
Total	24
	1.4%

Social Science

History	2
R.I. Government	5
Other Social Science	13
Total	20
	1.1%

Higher Education

General	19
Information for professional use	1
Total	20
	1.1%

Guidance, testing, or placement services

Total	11
	.6%

Health and Nursing

Total	10
	.6%

Financial Assistance for Education

Personal request	6
Information for professional use	3
Total	9
	.5%

Recreation or sports programs

Total	5
	.3%

ARISE Directory Supplement or other Project literature

Total	2
	.1%

Literature or services of other agencies

Total	2
	.1%

Miscellaneous

Total	66
	3.8%

*Requests for September 1, 1968 to November 15, 1968 are included on a separate tally (attached).

**Total of 1714 is less than actual services rendered since this number does not reflect contacts initiated by ARISE; distribution of Directory alone by ARISE totals over 1200 a year.

APPENDIX E (cont.)

Categories of ARISE Requests by Months
September 1, 1968, thru November 15, 1968

	Sept	Oct	Nov	Totals
HIGH SCHOOL EQUIVALENCY	61	33	9	103 *
ADULT BASIC EDUCATION	31	24	6	61
ADULT BASIC EDUCATION English as a Second Language	13	14	3	30
SENIOR CITIZENS--EMPLOYMENT	14	12	-	26
COMMUNITY SCHOOLS	12	10	-	22
DIRECTORY	8	7	2	17
HIGH SCHOOL CLASSES	10	5	1	16
TYPING	10	2	1	13
TRADES	9	3	-	12
EMPLOYMENT--PROFESSIONAL	7	2	2	11
ARTS AND CRAFTS	6	2	1	9
BUSINESS COURSES	1	2	5	8
HIGHER EDUCATION	6	-	-	6
EMPLOYMENT--NON PROFESSIONAL	2	2	1	5
SCHOLARSHIP	4	1	-	5
SEWING	2	1	2	5
FOREIGN LANGUAGES	3	1	-	4
GUIDANCE	2	2	-	4
HEALTH	3	1	-	4
HIGH SCHOOL MATHEMATICS	3	1	-	4
SENIOR CITIZENS--GENERAL	1	1	2	4
ENGLISH	2	1	-	3
GENERAL INFORMATION	-	2	1	3
SOCIAL STUDIES	2	-	-	2
READING	1	-	-	1
	213	129	36	378

Compiled by Adult Education Dept.,Providence Public Schools: Dr. Mary C. Mulvey,

ISE Requests up to 8/31/68 = 401, to 11/15/68 = 103, to 5/31/69 = 237. Total = 741 as of May, 1969

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APPENDIX F

Excerpted from

Dr. Mary C. Mulvey, Adult Education in Providence Community Schools - an Evaluation, August, 1966, pp. 54-60

Adult Education - Characteristics in Order of Preference of Students in 8 Community Schools

TABLE I provides the information on choices made by our 233 respondents in order of preference, and also indicates choices made by Wilkins' 137 respondents 12 years ago. TABLE I provides also comparative data in rank-order of preference on both studies. While statistical analyses were not made on our data which would provide statistically significant differences between results of both studies, these differences in priority of choice are easily discernible and are indicated in Table I by an asterisk (*).

The majority of choices by adult students are in the area of self-improvement (vocational and personal), in order of preference:

Rank	Per Cent	Courses
1	62.2	Typewriting
2	57.1	Improving Your Vocabulary
3	52.8	Adult Basic Education

Courses which one-third to less than one-half chose are:

Rank	Per Cent	Courses
4	46.4	Lectures or Panel Discussions on Community Problems
5	40.8	Practical English
6	39.1	English Grammar
7	37.3	Interior Decorating
7	37.3	Body Conditioning and Weight Reduction for Women
8	35.6	First Aid
9	35.2	Shorthand
9	35.2	Better Auto Driving
10	33.9	How to Read Better and Faster

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Table 1: ** Adult Education Choices in Order of Preference Reported by 233 Adult Students in the Providence Community Schools' and Comparisons with Wilkins' Rank-Order Preferences of 137 Providence Adult City-Wide Residents of 12 Years Ago)--July, 1966

Rank	Questionnaire Code	Course, Program, Etc.	Total Number Choosing	Per Cent Choosing	Wilkins' Rank	Wilkins' Number Choosing	Wilkins' Per Cent Choosing	*Signifies Substantial Difference in Choice
1	F-1	Typewriting	145	62.2	15	64	46.7	*
2	A-1	Improving Your Vocabulary	133	57.1	1	92	67.2	
3	C=1	Adult Basic Education	123	52.8	No Equivalent Category			
4	B-1	Lectures or Panel Discussions on Community Problems	108	46.4	2	82	59.9	
5	A-2	Practical English	95	40.8	10	69	50.4	
6	A-5	English Grammar	91	39.1	21	58	42.3	*
7	H-1	Interior Decorating	87	37.3	5	78	56.9	
7	J-4	Body Conditioning and Weight Reduction for Women	87	37.3	27	51	37.2	*
8	M-2	First Aid	83	35.6	10	69	50.4	
9	F-7	Shorthand	82	35.2	34	44	32.1	*
9	M-1	Better Auto Driving	82	35.2	9	71	51.8	
10	K-4	How To Read Better and Faster	79	33.9	10	69	50.4	
11	G-1	Algebra	74	31.8	40	38	27.7	*
11	H-3	Cooking	74	31.8	14	65	47.4	
11	I-1	Child-Parent Relationships	74	31.8	16	63	46.0	
12	M-3	Water Safety and Life Saving	73	31.3	11	68	49.6	
13	H-9	Knitting	72	30.9	44	34	24.8	*
14	A-3	Speaking in Public	71	30.5	18	61	44.5	
14	D-2	Playing the Piano	71	30.5	17	62	45.3	
14	K-6	Personal Grooming	71	30.5	13	66	48.2	
15	M-4	Home Nursing	69	29.6	18	61	44.5	
16	J-6	How To Relax	68	29.2	4	80	58.4	*
17	F-11	Bookkeeping	63	27.0	39	39	28.5	*
18	L-1	Social Dancing	62	26.6	24	54	39.4	*
19	D-7	Singing	61	26.2	28	50	36.5	*
19	E-1	Photography	61	26.2	17	62	45.3	
19	H-7	Make Draperies and Slip Covers	61	26.2	27	51	37.2	*
20	K-3	How To Become an Effective Conversationalist	59	25.3	8	72	52.6	*
20	L-2	Modern Dance	59	25.3	29	49	35.8	*
21	D-1	How To Enjoy Music	56	24.0	4	80	58.4	*
21	E-2	Ceramic Ornaments	56	24.0	34	44	32.1	*
21	E-4	Woodworking	56	24.0	44	34	24.8	*

APPENDIX F (Cont)

Table 1 (continued)**

Rank	Questionnaire Code	Course, Program, Etc.	Total Number Choosing	Per Cent Choosing	Wilkins[a] Rank	Wilkins[a] Number Choosing	Wilkins[a] Per Cent Choosing	* Signifies Substantial Difference in Choice[b]
22	A-4	Foreign Languages	55	23.6	18	61	44.5	
22	B-2	Lectures or Panel Discussions on Current Events	55	23.6	7	74	54.0	*
22	H-6	Food Preparation for Home Parties	55	23.6	23	55	40.1	
23	H-8	Clothing Construction	53	22.7	28	50	36.5	
23	K-1	How to Think Effectively	53	22.7	3	81	59.1	*
23	K-5	Psychology of Everyday Living	53	22.7	12	67	48.9	*
24	F-4	Business English	52	22.3	32	46	33.6	*
25	F-13	Business Arithmetic	51	21.9	40	38	27.7	*
26	H-4	Home Gardening	50	21.5	19	60	43.8	*
26	K-2	How To Remember	50	21.5	6	75	54.7	*
26	L-4	Golf	50	21.5	35	43	31.4	*
27	C-3	Americanization	49	21.0	37	41	29.9	*
27	F-9	Business Machines	49	21.0	37	41	29.9	*
27	H-2	Working Wonders with Your Home	49	21.0	13	66	48.2	*
27	K-8	Adult Vocational Counseling	49	21.0	27	51	37.2	
28	D-6	Painting in Oils	44	18.9	28	50	36.5	
29	I-3	Understanding the Opposite Sex	43	18.5	21	59	42.3	*
30	J-1	Human Relations	42	18.0	9	71	51.8	*
31	C-5	Written English for the Foreign Born	41	17.6	44	34	24.8	*
31	H-5	Home Buying or Building	41	17.6	20	59	43.1	*
32	C-4	Spoken English for the Foreign Born	40	17.2	41.	37	27.0	*
33	C-2	Legal and Documentary Basis for the American Way of Life	39	16.7	23	55	40.1	*
33	D-8	Drawing and Sketching	39	16.7	30	48	35.0	
34	H=10	Millinery	38	16.3	49	29	21.2	*
35	F-16	Accounting	37	15.9	42.	36	26.3	
36	J-3	Why We Behave like Human Beings	36	15.5	17	62	45.3	*
37	B-4	Lectures or Panel Discussions on National Problems	35	15.0	16	63	46.0	*
37	E-9	Cabinet Making	35	15.0	50	28	20.4	*
37	G-2	Chemistry	35	15.0	50	28	20.4	
38	D-11	Painting in Water Color	34	14.6	34	44	32.1	
38	J-5	Body Conditioning and Combatives for Men	34	14.6	38	40	29.2	
39	A-7	Creative Writing	33	14.2	46	32	23.4	*
39	G-13	Machine Shop	33	14.2	57	18	13.1	*

Table 1 (continued)** APPENDIX F (Cont)

Rank	Questionnaire Code	Course, Program, Etc.	Total Number Choosing	Per Cent Choosing	Wilkins' Rank	Wilkins' Number Choosing	Wilkins' Per Cent Choosing	* Signifies Substantial Difference in Choice
40	E-3	Tray Painting	32	13.7	37	41	29.9	
40	I-2	The Modern Family	32	13.7	19	60	43.8	*
41	A-10	Dramatic Workshop	31	13.3	55	21	15.3	*
41	I-4	Modern Marriage	31	13.3	22	56	40.9	*
41	I-5	Choosing a Mate	31	13.3	35	43	31.4	*
42	D-10	Modern Drama	30	12.9	33	45	32.8	*
43	D-17	Wookcarving	29	12.4	54	22	16.1	*
44	B-3	Lectures or Panel Discussions on International Problems	28	12.0	12	67	48.9	*
44	F-14	Real Estate	28	12.0	40	38	27.7	
44	D-7	Make the Second Forty Years a Success	28	12.0	17	62	45.3	*
45	J-2	Recent Medical and Scientific Discoveries	27	11.6	12	67	48.9	*
45	L-3	Contract Bridge	27	11.6	31	47	34.3	*
46	D-13	Antique Porcelain & Pottery	26	11.2	50	28	20.4	
46	E-8	Costume Metal Jewelry	26	11.2	47	31	22.6	
46	F-3	Psychology (Applied)	26	11.2	28	50	36.5	*
47	E-7	Art Metal Work	25	10.7	47	31	22.6	
48	D-12	The Story of Furniture	24	10.3	36	42	30.7	*
48	G-7	Trigonometry	24	10.3	56	20	14.6	*
49	F-5	Economics	23	9.9	32	46	33.6	*
49	F-17	Business Law	23	9.9	43	35	25.5	*
49	G-4	Pattern Making	23	9.9	55	21	15.3	*
50	G-14	Tool Making	20	8.6	57	18	13.1	*
51	D-9	How To Enjoy Art	19	8.2	31	47	34.3	*
51	E-6	Art Work in Leather	19	8.2	46	32	23.4	
51	E-11	Clock Making and Repairing	19	8.2	60	15	10.9	*
51	G-6	Physics (Applied)	19	8.2	56	20	14.6	
52	F-12	Business Management	18	7.7	40	38	27.7	*
52	G-11	Mechanical Drafting	18	7.7	56	20	14.6	
53	A-6	The Story of Philosophy	17	7.3	34	44	32.1	*
53	D-4	Masterpieces of World Lit.	17	7.3	26	52	38.0	*
53	E-5	Fundamentals of Variety Crafts	17	7.3	45	33	24.0	*
54	A-8	Short Story Writing	16	6.9	48	30	21.9	*
54	D-3	How To Enjoy the Opera	16	6.9	24	54	39.4	*
54	D-15	Playing the Accordion	16	6.9	52	26	19.0	
54	F-2	Public Relations	16	6.9	20	59	43.1	*
54	G-3	Science in Industry	16	6.9	52	26	19.0	
55	A-9	Magazine Article Writing	14	6.0	54	22	16.1	

Rank	Questionnaire Code	Course, Program, Etc.	Total Number Choosing	Per Cent Choosing	Wilkins'[a] Rank	Wilkins'[a] Number Choosing	Wilkins'[a] Per Cent Choosing	*Signifies Substantial Difference in Choice[b]
56	E-10	Plastics-Internal Carving and Coloring	12	5.2	51	27	19.7	
56	F-6	Investment Principles	12	5.2	33	45	32.8	*
56	F-15	Fundamentals of Supervision	12	5.2	41	37	27.0	*
56	G-12	Altermating and Direct Current Circuits	12	5.2	56	20	14.6	
57	D-14	Figure Drawing	11	4.7	52	26	19.0	
57	G-15	Machine & Tool Design	11	4.7	57	18	13.1	
57	G-16	Machine & Engineering Drawing	11	4.7	59	16	11.7	
58	F-10	Marketing	10	4.3	38	40	29.2	*
58	F-18	Practical Salesmanship	10	4.3	47	31	22.6	*
58	F-27	Business and Industrial Organization	10	4.3	45	33	24.0	*
58	G-20	Combustion Engines	10	4.3	63	12	8.8	
59	D-5	The Contemporary American Novel	9	3.9	27	51	37.2	*
59	F-22	Conference Leadership	9	3.9	49	29	21.2	*
60	F-19	Time Study	8	3.4	50	28	20.4	*
60	F-23	Retailing	8	3.4	52	26	19.0	*
60	F-26	Traffic Management	8	3.4	58	17	12.4	
60	G-9	Construction Methods and Materials	8	3.4	56	20	14.6	
61	G-5	Architectural Drawing	7	3.0	55	21	15.3	*
62	D-16	Abstract and Non-objective Painting	6	2.6	53	24	17.5	*
62	F-8	Advertising	6	2.6	37	41	29.9	*
62	G-17	Surveying	6	2.6	60	15	10.9	
63	F-25	Quality Control	5	2.1	54	22	16.1	*
64	F-24	Production Control	4	1.7	53	24	17.5	*
64	G-19	Metal Moulding	4	1.7	62	13	9.4	
65	D-18	Playing the Woodwind Recorder	3	1.3	64	9	6.6	
65	F-20	Methods and Costs	3	1.3	50	28	20.4	*
65	G-8	Strength of Materials	3	1.3	56	20	14.6	*
65	G-10	Heat and Power	3	1.3	56	20	14.6	*
65	G-18	Kinetics and Dynamics	3	1.3	61	14	10.2	
66	F-21	Statistics	2	.9	50	28	20.4	*

[a]Wilkins, Ralph W., A Study To Determine the Adult Education Needs of Providence, Rhode Island, Unpublished Doctoral Dissertation, Boston University School of Education, 1955

[b]Differences based on observation, not on statistical analysis: differences in rank of 6 or over receive an asterisk(*).

** TABLE 1 compiled by Providence School Department Adult Education Coordinator through a Federal Planning Grant No. OEC-1-6-661374-0202 ESEA

APPENDIX F (Cont)

Adult students were not strongly opinionated in any one area except possibly the academic. Three choices among the first ten were academic programs:

Rank	Per Cent	Course
2	57.1	Improving your Vocabulary
5	40.8	Practical English
6	39.1	English Grammar

Next in preference of choice is Business Education:

Rank	Per Cent	Course
1	62.2	Typewriting
9	35.2	Shorthand

Health and Safety is an area in which two courses were chosen by 35% of the respondents:

Rank	Per Cent	Course
8	35.6	First Aid
9	35.2	Better Auto Driving

TABLE 1 indicates that from one-third to one-fourth of respondents indicated interest in the Homemaking area--cooking, knitting, and making draperies and slip covers.

Vocational and Business Education (algebra and bookkeeping) had some appeal also (31.8% and 27.0% respectively).

Respondents showed an interest in several non-academic areas: Playing the Piano, and Singing: Social Dancing, and Modern Dance; Personal Grooming, and How To Become an Effective Conversationalist; Water Safety and Life Saving, and Home Nursing; and Speaking in Public; Child-Parent Relationships, How to Relax, and Photography.

Our respondents exhibited preferences similar to Wilkins' "upper crust" respondents in only a few areas; and these areas represent those with highest attraction for both groups, namely Improving Your Vocabulary, Basic Education, Community Problems, Practical English,

APPENDIX F (Cont)

Interior Decorating, First Aid, Better Auto Driving, and How To Read Better and Faster.

The smaller the interest index in both groups, the less similarity in preference occurs. For example, when less than 30 per cent of our group "chose" certain courses, significant differences of opinion are evident between both groups in almost all observed choices. On the other hand, differences in interest occur in only one-third of the items which were chosen by 30 per cent and above(see TABLE 1).

It will also be noted that Wilkins' respondents indicated much greater interest in all fields of instruction than did our group. His interest index ranged from 67.2 per cent who indicate strongest interest to a low of 6.6 per cent who showed least interest. Our interest index ranged from a high of only 62.2 per cent to a low of .9 per cent.

As indicated above, the majority of our respondents indicated interest in only three (3) subject areas, while the majority of Wilkins' respondents were interested in 53 kinds of programs.

These results may be due to many interrelated factors, only one of which we can identify, namely differences in socioeconomic level between each group (including educational level). Lack of motivation of "disadvantaged" adults, and all of the other generally assumed elements associated with them which militate against a "back to school" attitude, may account for the relative apathy toward adult programs exhibited by our respondents.

This is the challenge! Provide the programs that will generate interest! Find ways to maintain interest!

APPENDIX F (Cont.)

Dr Mary C Mulvey, Adult Education in Providence Community Schools - an Evaluation, Aubust, 1966, pp 63,67

Choice of Adult Education Offerings
by Personnel in 8 Community Schools

The following summarized data provide information about course offerings that Community School workers feel are very important and should be made available for adults in their respective areas. We limited our inquiry to twelve types of programs which cover most of adult education fields of instruction. TABLE 2 provides information on opinions of all 204 respondents, and additional identification of the preferences of eight Community Schools respectively.[1]

Types of programs which were considered very important by substantial majorities of personnel engaged in the operation of Community Schools included, in order of priority:

Rank	Per Cent	Field of Instruction
1	87.3	High School (earned diploma or recognized equivalent for graduation).
2	82.8	Americanization and citizenship (includes English for non-English speaking adults).
3	78.9	Elementary school (adult basic education).
4	73.0	Trade, vocational (including vocational retraining, and business courses, such as typing, store management, machine shop).
5	60.3	Home and family living (sewing classes, parent education, home nursing, grooming, consumer education).

[1]Only eight of the nine Community Schools replied (School I is missing), but the "poverty area" of the missing Community School is represented in this Report.

TABLE 2.--CHOICES OF ADULT EDUCATION OFFERINGS BY PERSONNEL IN EIGHT[a] COMMUNITY SCHOOLS (204 Respondents)[b]--July, 1966

Fields of Instruction	All Schools		School A		School B[c]		School C[c]		School D		School E		School F		School G[c]		School H[c]	
	RK[d]	%	RK[d]	%	RK[d]	%	RK[d]	%	RK[d]	%	RK[d]	%	RK[d]	%	RK[d]	%	RK[d]	%
High school (diploma or recognized equivalent)	1	87.3	2	90.0	2	80.0	1	92.9	1	86.1	2	88.9	3	76.7	1	89.5	1	93.9
Americanization, citizenship (English for non-English speaking adults)	2	82.8	1	95.0	1	90.0	3	64.3	4	72.2	1	100	1	86.7	1	89.5	2	81.8
Elementary School(adult basic education)	3	78.9	3	80.0	3	70.0	1	92.9	2	83.3	3	77.7	2	83.3	3	68.4	4	69.7
Trade, vocational,(retraining, typing, store management...)	4	73.0	4	75.0	1	90.0	2	67.9	3	75.0	4	66.7	4	60.0	2	73.7	3	78.8
Home and family living (sewing, parent education...)	5	60.3	4	75.0	4	65.0	2	67.9	5	58.3	7	33.3	5	50.0	5	42.1	3	78.8
Health and safety (driver ed., nursing, etc.)	6	44.6	7	35.0	5	40.0	4	35.7	6	47.2	5	50.0	6	43.3	4	47.4	5	54.5
Public affairs (problems of public ed., and government...)	7	34.8	7	35.0	7	15.0	6	25.0	6	47.2	6	38.9	8	23.3	6	36.8	7	39.4
Community services(counseling,leadership training...)	8	32.8	5	50.0	5	40.0	5	28.6	8	33.3	6	38.9	10	10.0	5	42.2	8	33.3
Recreational,crafts(swimming, dancing, bridge...)	9	28.4	6	40.0	5*	40.0	7	17.9	10	27.8	10	11.1	8	23.3	8	26.3	7	39.4
Preparing for retirement	9	28.4	9	20.0	5*	40.0	8	14.3	7	36.1	10	11.1	7	26.7	8	26.3	6	42.4
Cultural programs(chorus, dramatics, art...)	10	26.5	8	30.0	6*	30.0	4*	35.7	11	25.0	9	16.7	9	13.3	7	31.6	9	30.3
General Education(literature, philosophy,economics...)	11	24.0	10	5.0	6*	30.0	9	10.7	9	30.6	8	22.2	9	13.3	6*	36.8	7*	39.4

APPENDIX F (Cont.)

[a] Only eight of the nine community schools replies (School "I" missing), but "I" neighborhood is dovered here.

[b] Data for TABLE 2 collected and compiled by Providence School Department Adult Education Coordinator, through a Title 3Federal Planning Grant No. OEG 1-6-661374-0992,ESEA.

[c] Asterisk(*) indicates observed marked difference in choice of individual schools re community schools in general.

[d] "RK" represents Rank in choice--from 1 (high) to 11 (low).

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